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ABSTRACT

The Career Education Advisory Committee's primary objective was to review the progress of the Des Moines, Iowa, junior high schools in implementing career education into their curriculums. Ten junior high schools were visited and findings analyzed under the following general headings: (1) types of career education activities (redesigned curricula; field trips, mini-courses and guest speakers; career information materials and equipment; work experiences; efforts to reduce sex stereotyping; and career guidance counseling); (2) knowledge and acceptance of the program by administration and staff, students, parents and community; and (3) space needs related to career education (world of construction, media centers, and special offerings). In relation to these findings several recommendations are made. Progress made since the first and second reports were issued is reviewed and committee activities briefly described. The committee's conclusions and future plans are mentioned. (Author/BP)

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Third Report

CAREER EDUCATION

ADVISORY COMMITTEE

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June 1974

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YOUNKERS

701 Walnut Street
Des Moines, Iowa 50306

June 3, 1974

Dr. Dwight M. Davis, Superintendent
Des Moines Independent Community Schools
1800 Grand Avenue
Des Moines, Iowa 50307

Dear Dr. Davis:

The General Advisory Committee respectfully submits this - our third report.

The primary objective for 1973-74 was to review the progress of junior high schools in implementing career education. The committee members visited 10 schools, discussing this new concept with teachers and administrators and observing various classroom activities.

The committee also submits a review of the progress of recommendations from our first and second report.

Sincerely,

Don Thomas

Don Thomas
Chairman

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Contents

Preface

Junior High Project

Progress on 1st Report

Progress on 2nd Report

Committee Activities

Conclusion

Future

Appendix

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PREFACE

The Career Education Advisory Committee met in September, 1973, to begin its third year of work. This year's committee consisted of twenty-two adult members and three student members. Eleven of these were new members appointed to fill vacancies created by the resignations or expired terms of former members.

Having studied the Career Education concept at the elementary level the preceding year, the Committee considered the logical mission to pursue this year was the concept of Career Education as it exists at the junior high level. The concept was introduced into the junior highs this school year, offering an opportunity for us to observe its implementation.

Four junior high schools had already been visited during the 1971-72 school year. Subcommittees were formed for the purpose of visiting the remaining ten schools during this school year. All of our members had the opportunity to visit several schools to meet the administrators, to make actual visits to the classroom, to observe career education activities being used in the classroom, and to discuss with the teachers and administrators the various ways in which the career education concept was being introduced. This report reflects observations made from these visits.

In addition, we are including a progress report on the activities and actions undertaken by the District relating to our first and second reports.

We have also submitted this year a separate report to the Superintendent regarding the function and use of vocational program advisory committees.

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Junior High Project

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JUNIOR HIGH CAREER EDUCATION

Introduction:

The primary committee objective for 1973-74 was to review the progress of our junior high schools in implementing career education.

At the junior high level, career education requires active, "hands-on" exploration of a variety of occupational clusters, moving the student from career and self awareness, developed at the elementary level, to be ready for skill development and career preparation in high school and post secondary education. To provide such broad exploration, junior high schools cannot afford to treat career education as either a fad or as a totally separate course, although some new offerings may be needed; instructional objectives for career education must be fully integrated into the regular curriculum, thereby enhancing the relevance and consequent effectiveness of the entire junior high program.

Subcommittees of the Advisory Committee visited the following ten junior high schools during the year and reviewed the efforts of the central office, to observe how well the general purpose of career education were being fulfilled:

- Callanan
- Franklin
- Goodrell
- Harding
- Hiatt
- Hoyt
- Kurtz
- McCombs
- Merrill
- Weeks

The remaining four junior high schools were not visited because members of the committee had done so during the 1971-72 school year.

In general, the Committee found substantial differences in progress and in the types and quality of career education activities offered. These differences stem partially from the normal difficulties of instituting new concepts, from the decentralized administration of the District, and from a desire to experiment with a wide variety of activities and techniques. The Committee hopes that this initial period of exploration will soon lead to an adequate, basic program of Career Education in all junior high schools. Even in those schools which had made little progress, the Committee found a solid potential for building strong programs.

In reviewing junior high school attitudes and activities relating to career education, the Committee analyzed findings in the following general categories:

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Types of Career Education Activities

Knowledge and Acceptance of the Program
- by Administration and Staff
- by Students
- by Parents and the Community

Space Needs Related to Career Education

Recommendations

Types of Career Education Activities

1. Re-designed Curricula -- To foster integration of career education objectives into junior high school offerings, the District conducted six curriculum workshops during the summer of 1973. A variety of junior and some senior high teachers worked with career practitioners to develop goals, teaching activities, and resources in the following six occupational clusters:

    a. Communication and Media
    b. Environment
    c. Hospitality and Recreation
    d. Marketing and Distribution
    e. Public Service
    f. Transportation

    Three junior high schools were selected for the field-testing of these newly developed curriculum materials during 1973-74 with six additional schools identified for 1974-75. These six areas, together with the Worlds of Manufacturing and Construction (developed at Ohio State University) and Agri-Business and Natural Resources (developed at Iowa State University) allowed the junior highs to select clusters which had high student and faculty interest. In addition, several social studies departments are including a special course called "World of Work -- Economic Education." Other junior high schools are reviewing the materials, and some have implemented curricular changes. Some junior high schools are making effective efforts to articulate with the career education efforts of their feeder elementary schools.

2. Field Trips, Mini-courses and Guest Speakers -- As flexible curricular tools, these activities can permit schools to introduce new subject matter with minimal adjustment of ongoing course work. Some schools and instructors make an effort to plan properly such activities to assure that instrutctional objectives will be met.

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Some schools reject these activities as a waste of time; others use them extensively, ranging in one case up to 200 field trips per year. In one school, the District's Career Interest Survey was the basis for scheduling small group trips to explore the nature of employment and required training in areas of interest to each group. Another school carefully prepares its guest speakers and the students in advance; then students video-tape the session for use in other classes. Mini-courses ranged from a traditional Career Day to a year-long series of two-week offerings.

3. Career Information Materials and Equipment -- Availability of current information and adequate equipment is essential to support career education. A summer 1973 workshop involved librarians and counselors in developing guidelines for establishing career information centers in the secondary schools. Several centers have now been installed and more are projected, but the Committee was unable to observe the level of usage. Even those new centers, however, contained some outdated material. Most of the junior high schools had substantial information available through their guidance departments; some make an active effort to inform teachers of the information available and to assist in its use in the classroom; and at least one school actively encourages students to use the materials. Most schools cited a lack of equipment or materials (and funds, staff and facilities) as constraints to the introduction of career education programs, particularly for such project matter as the "World of Construction." Individual schools have succeeded in securing donated materials and equipment through Business Alliances and other community relations efforts. The "Strings and Things" project of the Instructional Media Center was cited as an example of effective, District-level efforts which might be expanded. The District's World of Construction Advisory Committee has now initiated efforts with contractors and suppliers to obtain donated materials for that course. The Career Education Project should assist the junior high schools in meeting their materials and equipment needs.

4. Work Experience -- Part-time employment is now viewed by most junior high schools as a valuable enhancement of career education activity. The New Horizons Program, responsible in part for this positive attitude, has enabled students to explore careers and to develop work habits, while giving greater meaning to classroom instruction. Although New Horizons was conceived to serve schools where many students are low achievers or drop-out prone, several other schools expressed an interest in similar work-study programming for career education. Rent-a-Kid provides some work

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experience, although primarily in casual labor; student applicants for part-time employment substantially exceed the availability of jobs.

5. Efforts to Reduce Sex Stereotyping -- Society's attempts to remove sex discrimination from employment are hindered substantially by unequal opportunities in career exploration and preparation in the secondary schools. Several junior highs are making efforts to remove stereotyping from their offerings. One school requires eighth grade girls to take industrial arts and boys to take homemaking. Some schools now allow girls and boys to elect one or both courses. Others are experimenting with short term trades between industrial arts and homemaking without mixing the sexes. At least one junior high requires co-educational hygiene classes. Another junior high makes special efforts to involve female representatives of various occupations in the instructional program.

6. Career Guidance Counseling -- Several schools use the District's Career Interest Survey to plan for group and individual guidance efforts. Some schools are experimenting with forms of small group guidance, which include career counseling along with goals of "potential enhancement" and "self-actualization." These experiments respond in part, however, to the reduced number of guidance personnel in the District; remaining counselors must seek means to work with larger "caseloads" of students. New methods and tests are being devised and tried to provide more valid indicators of career interests and aptitudes.

Knowledge and Acceptance of the Program

1. By Administration and Staff -- While the efforts of individual teachers often stood out, the Committee found that the general quality of career education in any junior high school depended on the leadership given by the building and central administration. A number of schools had clearly defined leadership, with several methods of involving teachers and counselors in developing objectives and programs; obviously, these schools displayed greater commitment, morale, and success than did those in which leadership or staff involvement was minimal and unstructured.

   Several of the subject supervisors at the District level have provided enthusiastic career education leadership to their counterparts in the junior high schools. The subject-matter organization of secondary school teaching staffs requires such support from the central administration as well as from the individual school administration.

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As a result of good leadership, many teachers understand the concepts of career education and the application to junior high instruction.

- Many understand that the "core" or basic curriculum is communicated more effectively to students if career education objectives and activities are included.
- Many understand that junior high career education requires active, "hands-on," exploration, and that it is not an attempt to force specific skill development or career preparation on students.

In schools which have not yet developed career education leadership, teachers expressed contrary viewpoints: that the basic curriculum would be neglected and that "activity" would be replaced by learning requirements beyond the ability of junior high students.

2. By Students -- The Committee noted enthusiastic participation in a number of career education activities, particularly those related to "hands-on, real-life" activity, such as work experience, Worlds of Construction and Manufacturing, environmental science, and the equal availability of homemaking and industrial arts to girls and boys.

   The ultimate measure of student reaction, however, must be the results in improving career awareness, selection, performance, and satisfaction. As we observed last year, it will take continuing and long-term study to determine what changes are taking place in the students' minds.

   One key indicator which can be observed more immediately is the appropriateness of high school selection. Several junior high schools observed (with agreement among administration, teachers, and counselors) that significantly larger percentages of their students should be attending Tech High School. Usually, parental pressures and misunderstandings were cited as the cause. If career education can increase student and parent awareness of the consequences of high school choice, then enrollment patterns should shift.

3. By Parents and the Community -- Many of the career education activities cited above are dependent on strong parental and community support. Certainly, the basic, exploratory objectives of junior high career education cannot be fully achieved or maintained without the active involvement of parents, particularly in counseling, choice of course work, and selection of high schools -- areas where the parent's role will always be stronger than the school's.

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Most junior high schools seek parent involvement of two counseling periods during orientation for seventh grade and during selection of ninth grade and high school programs. One school invites parents to participate in the planning of group counseling sessions on a variety of subjects. One junior high plans to involve parents along with students in field trips and special classes at Tech High. Another school uses parent committees as part of curriculum planning, and career education concepts have been the key to gaining enthusiastic parent participation.

Community involvement in career education was certainly evident in several junior high schools and virtually non-existent in others. Some schools had active Business Alliance efforts. One school used representatives of the various occupational clusters along with faculty teams in the planning of instructional objectives and activities. As a result of community involvement, these schools received significant private donations of material and equipment. More important, but less visibly, the instructional programs of these schools have gained an extra dimension of relevance and excitement, and community groups have become more aware of educational needs.

Space Needs Related to Career Education

Most of the curricular innovations of career education do not require extra classrooms, and the Committee was generally satisfied with the space currently available. As additional courses are added, however, space may well be needed. The more innovative environmental courses, for example, may make special demands on space. Three types of needs were noted, however:

1. World of Construction -- Several junior high schools felt that the World of Construction requirements on space were the primary barrier to the course. The materials and student construction projects require a large floor area which cannot easily be used for other purposes while the course is being offered. If space were available, this valuable course would be initiated in several schools.

2. Media Centers -- Information availability and accessibility was noticeably curtailed at two schools visited by the Committee. These schools had inadequate library space, and their libraries were also used as English classrooms. Audiovisual materials and other types of information were scattered in available storage throughout the schools, making both use and control difficult.

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3. Special Offerings -- One school, with a large number of special courses and programs, finds that its number of teaching stations strains the school's capacity, even though the enrollment is not excessive. If other schools increase their number of offerings, some can also expect pressure on space. In only the one current case, however, did a subcommittee visitation report observe that the number of classrooms was a limiting factor on career education efforts, and a number of schools appeared to have considerable capacity through improved classroom scheduling.

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RECOMMENDATIONS

We recognize that the junior high level poses special challenges when revising curricula and instructional practices; and the wide differences among the schools we visited are due, in part, to considerable experimentation in meeting these challenges. Our recommendations are based on some of the more successful experiments, with the intent that all junior high schools may soon be actively involved in developing full programs in career education.

Strengthen career education leadership in each junior high school and in the central administration.

Career education objectives and activities should be integral parts of every subject category at the junior high level. Such integration is dependent upon full understanding and acceptance of career education concepts by teaching and counseling staffs. Leadership is therefore essential, both at the individual school and at the level of the subject supervisors in the District administration.

1. Designate career education coordinators in each junior high. The designated coordinators must believe in career education concepts, have clear responsibilities, and receive the support of the administration. Based on the personnel of individual schools, a teacher, a counselor or an administrator may be assigned to this role. The responsibilities of the coordinators should be clearly set forth through a District-wide handbook, supplemented by specific assignments at the school level. The entire faculty should be involved in implementation through planning committees which are structured in accordance with the staff structure of each school. Coordinators must receive adequate released time for their responsibilities.

2. Expand in-service training and workshops in career education, with an initial emphasis on the training of the designated coordinators and the District's subject supervisors.

3. Continue and refine the efforts of the curriculum revision workshops. Last summer's efforts should be continued until all occupational clusters and subject areas are covered. Larger groups of practitioners and teachers should be asked to review and comment on the handbooks. The subject supervisors should be responsible for updating and expanding the resource material, along with their subject area teachers. The instructional objectives should be articulated with related objectives of elementary schools and senior high schools.

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4. Utilize community resources to augment leadership. Career education coordinators should actively solicit and use representatives of occupational groups, Business Alliances, and similar resources. Involvement of community representatives in curriculum planning has assisted in a more rapid and thorough inclusion of career education objectives and activities, due both to their motivating influence on faculty and to the special resources they can make available (i.e., materials, equipment, speakers, and field trips). Training and materials developed for career education coordinators should emphasize methods for identifying, soliciting, and using community resources.

Expand work experience and related instruction.

Work experience has proved to be an effective educational tool for some students in career exploration, work habit formation, and self-concept building, so long as the placement carries some relevance to the career interests of the student.

1. Continue and expand New Horizons. This project's dependence on many, uncertain funding sources reduces stability in programming and has made evaluation difficult because of the differing objectives of each source. Several schools are interested in adopting the New Horizons model for their students and not just for the "drop-out prone." Some employers stressed that adequate coordination is required between work supervisors and the New Horizons counselors.

2. Increase part-time employment opportunities. A renewed effort should be made to work with public and private employers. New, service-oriented approaches might be productive. For example, several public agencies have indicated their interest in funding chore services for the elderly. Such approaches should be fully explored.

3. Emphasize classroom simulation of work experiences. Through thoughtful design of career education activities, teachers can simulate a wide variety of work experiences. The "World of Construction" and "World of Manufacturing" courses rely heavily on such "hands-on" activities; and the recently developed curriculum handbooks contain many examples of activities which simulate the roles of employees, the structure of businesses, and the rewards to be received.

Expand and strengthen counseling in junior high schools.

The committee was concerned with the reduction in counseling staff at many junior high schools. Traditional counseling philosophies -- limited to student

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discipline -- and lack of counseling objectives reduce the effectiveness of many of those counselors who are available. We believe that counseling at the junior high level can be of more critical importance than in senior high, and that the additional, relevant counseling resources must be provided.

1. Encourage counseling for self-concept formation. The Committee was impressed with some of the experimental efforts toward potential enhancement and self-actualization, efforts which were mandatory for all students in small groups. Systematic evaluation of these efforts should be undertaken, with the goal of expansion to other junior high schools.

2. Increase parent involvement in counseling, particularly by fathers. Parents should be involved in self-concept counseling sessions as well as the more traditional course and high school selection and problem-correction efforts. Small group efforts with parents and students might be particularly effective.

3. Continue experiments to increase counseling productivity. Several schools have used forms of group counseling. Some utilize teachers as counselors to free their time for counseling. The District's Office of Pupil Services should conduct a workshop for counselors and administrators to explore and develop these experimental efforts. Special recognition should be given at the District level to those counselors who develop effective programs.

4. Make the Career Interest Survey a more effective counseling tool. The survey could be a valuable tool in the planning of instructional and counseling objectives and activities, and some schools have made noteable efforts. A workshop or special committee effort should be undertaken to revise the Career Interest Survey for more effective use and understanding, and to develop a handbook of objectives and ideas for using the Survey.

5. Develop and use tests which provide more valid direction to career education and career guidance efforts. Tests which have traditionally been used to guage career interests and aptitudes have been found to lack validity (in terms of relating to the actual requirements of careers) and applicability (in terms of assisting teachers and counselors in setting their objectives). Standardized tests on academic achievement -- which are often used to guage the success of individual schools -- do not yet measure career awareness or knowledge. The District Office of Pupil Services should prepare a formal, rigorous methodology for developing and validating new interest, aptitude, and achievement tests to fit the career education and guidance objectives of the District.

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Eliminate sex stereotyping from the curriculum.

Reduction in sex discrimination in our society requires that the sexes have an equal opportunity to explore career possibilities at the junior high level. Several schools are making experimental efforts, which are commendable, but the Committee believes that this issue is of fundamental importance to the instructional programs of the District and should not be met solely through the discretion and experimentation of individual schools. The Board of Education should give strong direction to eliminating sex barriers to educational opportunities.

1. Require that industrial arts and homemaking be offered on a co-educational basis. In schools where these courses are mandatory, both sexes should be required to participate in the mandatory courses. If space availability limits such participation, special scheduling should be arranged or the courses placed on an elective basis. Where the courses are elective, no sex barrier should be permitted.

2. Remove sex barriers to participation in other instructional courses which might be amenable to career exploration.

3. Review all career education objectives, materials and activities to remove sexual stereotypes.

4. Involve women's occupational groups in instructional activities and program development. Such groups as Women in Construction should be utilized to the full extent feasible.

Provide for more effective use of field trips, mini-courses, and guest speakers.

These activities can be effective tools for curricular innovation and instruction, if they are well planned with clear objectives in mind. To assist teachers in making better use of such activities, more specific guidance should be offered.

1. Develop a guidebook for field trips, mini-courses, and guest speakers that includes planning steps, District procedures, and resource suggestions.

2. Review the curricular materials being developed for career education to assure the adequacy of suggestions for these activities, particularly with regard to instructional objectives. The materials placed in career information centers should include examples of successful activities, detailed resource lists, and similar information to assist teachers in using the guidebook on specific activities.

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3. Provide teachers with detailed and immediate results of the Career Interest Survey and other aptitude and interest tests, for consideration in the planning of these activities for specific groups of students.

Increase the availability of career education information, materials, and equipment.

Access to current information and the availability of career related materials and equipment are essential to support classroom efforts.

1. Place Career Education Centers in all junior high schools. The materials must be kept up-to-date. Teachers must be made aware of the availability and usefulness of the information, and teachers should be involved in planning for the content, organization and use of the Centers.

2. Secure and coordinate donations of materials and equipment through the District's Instructional Media Center. Many businesses and public agencies have surplus equipment which can be donated; many are eager to contribute materials for course work related to their industry. Most efforts to secure such equipment and materials have been left to the individual schools, with consequent duplication of effort. Teachers should be made aware of the resources available. The various curricular advisory committees which include private sector representatives should be actively involved in seeking donations in their curricular areas.

3. Recognize Career Education needs when preparing school budgets. The District-wide priority on career education can be achieved only if it is recognized as a priority by school principals, particularly when preparing budgets for their individual schools. If lack of career information, materials, equipment, or staff is a barrier to implementation, budget priority should be given. The availability of career education project funds within the District should assist in such budgeting, as they represent significant increases in the instructional budget for most schools.

Improve appropriateness of high school selection.

Several junior high schools observed that significantly larger percentages of their graduates should be attending Tech High. While the integration of career education objectives into the curriculum should, in itself, improve student career planning and high school choice, other special efforts appear necessary. Since the schools most concerned with the problem were on the south side, these efforts should be targeted at junior high schools in that area.

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1. Include a section in the capital improvement budget for the District which analyzes career education space needs. The section should include an inventory of the adequacy of existing space, a projection of future needs, and a timetable for providing the space.

2. Provide for large, flexible space adjoining industrial arts areas in each junior high school. Provision of courses such as the World of Construction is clearly limited by inadequate shop space. Other courses now in development may also require such space.

3. Insure that adequate space for a media center is provided in every junior high school. Space for career information centers should be included.

Increase efforts to articulate junior high Career Education with the programs of feeder elementary schools and the senior high schools.

Schools differ greatly in their implementation of career education. These differences arise both from the decentralized administration of the Des Moines School District and from the comparative newness of career education efforts. As a result, junior high programming is complicated by the significant differences in preparatory work at the elementary level; similarly, the senior high schools receive students with substantial differences in career awareness. Proper articulation of career education objectives among the levels should remove some inefficiencies and accelerate the equal availability of career education opportunities.

1. Form career education articulation committes among the feeder schools at each level. The career education coordinators should be responsible for organizing and leading the efforts of the articulation committees. The District Directors of Elementary and Secondary Education should provide personal leadership in the formation and direction of the committees.

2. Articulate instructional objectives in the career education handbooks and other materials. District's subject supervisors should be responsible for developing a reasonable progression of career education objectives from elementary to junior high to senior high schools. When necessary, workshops should be scheduled involving teachers from the three levels in making their objectives more uniform and compatible.

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PROGRESS REVIEW ON FIRST REPORT

Introduction

In reviewing the progress made on the recommendations that were brought out in our First Report and re-emphasized in our Second Report, the Advisory Committee felt a need to comment on this progress.

It was two years ago that the Committee submitted its First Report to the Board. We are pleased that a considerable amount of progress has been made on several of our recommendations and that the necessary initial planning is taking place on other recommendations. However, on some of the recommendations made in our two reports there appears to be a lack of visible progress, and we would like to restate the Committee's feelings in regard to the importance of these recommendations.

In following the format of the Second Report, the Committee reviewed the District's progress in the following four catagories.

Communications
Program Content
Transportation
Tech Attendance from Outside the District

Communication

In-service: We are pleased that a variety of Career Education in-service meetings for teachers have been held during the past year. These meetings have been designed for basically three purposes:

1. Orientation of teachers prior to implementing Career Education in their building.
2. Development of curriculum materials.
3. Sharing of ideas and activities of teachers already involved in Career Education.

The Career Education Staff Development Committee that has been formed is excellent and should provide some recommendations for district-wide staff development sessions in Career Education.

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Attendance at Tech on half day basis: Some high schools have promoted the availability of attending on a half day basis through their school newspapers. This appears to be one good method of informing students and parents of the programs at Tech that would be available to students on this basis. However, this year there was not a substantial increase in students attending Tech on a half day basis; so it appears that additional communications are needed to both the students and parents.

Career Education Public Information Program: We commend the district for their efforts to inform the various publics in Des Moines about Career Education. We have seen several excellent articles in the Register and Tribune and other newspapers regarding specific schools and their activities. The continuance of publicizing Career Education activities through the District's newsletter, "Chalk Talk," is another good method of informing the community of what is happening in our schools. We have also noted the District's effort to inform the community about Career Education through community groups. The budgeting of funds for a public information program in the Career Education project is another good step in the right direction. However, there is a need for an organized and continued public information program throughout each school year.

Upon reviewing the progress that has been made during the past two years in communications between the various publics, we would like to make the following recommendations.

1. We recommend a continued effort to provide in-service education for teachers and administrators about Career Education. This could be accomplished through both building level and district-wide workshops and staff development programs. We would also recommend that the district work closely with Drake University in developing methods of informing prospective teachers of the goals and objectives of Career Education.

2. We recommend that a continued and stronger effort be made to inform the students and parents of the opportunity to attend Tech on a half day basis. Using the various school newspapers to accomplish this should be continued. The "Teen Page" in the Des Moines Register should be utilized along with other methods of informing both students and adults.

   A more concentrated effort should be made by District administrators to inform parents, students, and high school staffs of the availability of the half-day option at Tech.

   The half-day slots at Tech should be projected early enough to allow junior and senior high students to schedule these classes at the time they are normally scheduling.

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3. We recommend that an organized and continued public information program be developed and carried out that might include coverage on radio, television, and other forms of media. The development of a narrated slide presentation on Career Education would also assist in informing various community groups of the activities going on in the various schools.

Program Content

Expansion and articulation of Career Education: We have been pleased with the expansion of Career Education into additional schools during this last year. The district is fortunate that through the Career Education project all of the schools will be involved by September, 1976. We have noted with interest this year, as we visited various junior high schools, that progress has been made or plans are underway to work with their feeder elementary schools to articulate Career Education activities K-9. We also feel that the progress being made for student articulation from the district high schools to the Des Moines Community College will be of great assistance to the students seeking to continue their education at the community college.

Expansion and development of vocational education: We have seen the expansion and development of new vocational programs during the last school year in the various high schools in the district, and we would like to commend the district for their fine efforts in this area. We are eager to view the progress of the new Agri-Business programs at McCombs and Tech.

Because of the important role program advisory committees play in the up-dating, expansion, and development of new vocational programs, a separate report was submitted to Dr. Davis, Superintendent of Schools, in May as a follow-up to the specific recommendations in our First and Second Reports relating to program advisory committees.

Upon reviewing the progress that has been made during the last two years in program content, we would like to make the following recommendations.

1. Continue to articulate Career Education activities at the various levels as noted in the specific recommendations in the junior high section of this report.
2. Develop an evaluation that would include student follow-up for each vocational program. It is recommended that each vocational program advisory committee plan an active role in this evaluation.
3. Develop a short and long range follow-up of all students.

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Transportation

We are pleased to see that two school buses have been designated to offer direct bus routes to Tech High from the south side in the fall, 1974. We shall be interested in reviewing the results that this busing may have on the attendance at Tech.

Upon reviewing the progress that has been made during the last two years in transportation, we would like to make the following recommendations.

1. A structured and continued public information program to students and parents about the availability of direct buses to Tech should be developed. The district should use all forms of media to make this information available to the parents and students.
2. We continued to recommend strongly that the district provide transportation to Tech for those students who desire to attend Tech on a half-day basis. Perhaps these two buses could be utilized during the day for this purpose.
3. We continue to recommend that the district explore the possibility of obtaining transportation for those students that may want to attend Tech on a half-day basis from outside the school district. This might very well be the responsibility of the sending school district.

Tech Attendance from Outside the District

The expanded program to inform students from outside the district of the opportunity to attend Tech on a half-time basis has not met much success. We fully realize that this recommendation in our first two reports may have to evolve over several years. However, we should like to emphasize again the recommendations in our previous reports.

1. Review the tuition charge for out-of-district students in light of the varying program costs for the different vocational programs.
2. Extend the option to attend Tech on a half-day basis to students outside the district at a tuition rate based on their time at Tech.
3. Various funding sources should be explored to provide some tuition relief for out-of-district students.

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PROGRESS REVIEW ON SECOND REPORT

Introduction

The Second Report dealt primarily with the progress of Career Education at the elementary level. Progress on the four recommendations in the second report is most impressive, especially in view of the short time since the report was submitted.

However, there are some recommendations in the second report which seem to need additional attention. The following points are made with full recognition that our examination was confined to visits with administrative staff and a limited number of teachers and principals from the elementary schools participating in the career education program during the 1973-74 school year.

In following the format of the Second Report, the Committee reviewed the District's progress on the four recommendations.

1. Expanding Career Education into all elementary schools

   Continued in-service is necessary to insure rapid success of Career Education. More in-service is needed on District basis. Wednesday in-service is not sufficient to provide open discussion between teachers and administrators on the Career Education goals of their school and of the District. A communication system should be developed among the schools for the purpose of facilitating Career Education.

   There still appears to be some confusion among parents between career education and vocational education. A more concentrated information program aimed at the concept of Career Education at the elementary level should be developed.

2. Integrating Career Education within the existing elementary curriculum

   Need for coordination by grade level will increase as career education expands. This can be accomplished through the recommendations made dealing with the progress of the First and the junior high section of this report and the development of a communication system.

   A continued effort should be made at the building level to develop behavioral objectives to insure the integration of Career Education in all subject areas.

   As recommended last year, a procedural guide for field trips should be part of the Elementary Career Education Handbook.

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A need still exists to expand the present clearning house for listings of host companies for field trips that would include those relating to Career Education.

A method to recognize classroom teachers who display outstanding creativity in Career Education is still to be initiated. Exceptional work already accomplished fully merits recognition. Recognition for teachers should come from outside of the school administration from one or more community groups representative of various careers.

3. Expansion of Career Education to include life-time skills

Much has been done in some schools in non-work, life-time skills development, such as hobby clubs and banking. Other teachers need additional ideas to expand the concept of life-time skills in their classroom. Wider use of cultural and recreational facilities may be a logical approach.

4. Enhancing the student's self-concept

Some teachers intuitively operate to enhance student self-concept, but there is an unquestionable need for in-service training in this area since attitude and self-concept are as important as career awareness and skills in determining each student's ultimate success.

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COMMITTEE ACTIVITIES

The main thrust of our work during 1973-74 was directed at an assessment of the development and progress of Career Education at the junior high level. The committee visited ten (10) junior highs to review facilities, existing Career Education activities, and feeling of administration, teachers, and students regarding Career Education.

Monthly meetings were designed to provide the committee with an insight into the development and progress of Career Education in the junior highs on the local, state and national levels. This assisted the committee in reviewing the needs and the direction of Career Education in the Des Moines Schools.

Below are the monthly meetings with the major topics presented. Presentations were made by outside speakers as well as by staff from the Des Moines Schools.

June, 1973	. Second Report submitted to the Board of Education
June	. Discussed the Board's reaction and comments regarding the Second Report
	. Elected new chairperson and vice chairperson for 1973-74 Don Thomas - Chairperson Don Keown - Vice chairperson
September	. Introduced new members
	. Heard remarks by Mrs. Jack Spevak and Dr. Dwight Davis
	. Reviewed Career Education activities in Des Moines
	. Approved calendar for year's activities
	. Appointed sub-committees to visit junior high schools

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October
- Review of junior high Career Education in Des Moines - panel of
  - 1 supervisor
  - 1 junior high principal
  - 3 junior high teachers
- Presentation of the junior high activities in the state, Iowa State University/Department of Public Instruction Career Education Project

November
- Presentation of "Junior High Guidance Counselor's Role in Career Education" - panel of
  - 1 guidance supervisor
  - 3 junior high counselors
- Junior high sub-committee reports

December
- Junior high sub-committee reports
- Review of Comprehensive Career Education Curriculum Project
- Report on the American Vocational Association meeting

January
- January meeting held at McCombs Junior High
- Junior high sub-committee reports given
- Discussion of recommendations in First and Second Reports
- Appointed sub-committees for Third Report
- Mailed questionnaires to vocational instructors and advisory committee members

February
- No meeting - sub-committees met to work on Third Report
- Tabulated questionnaires of vocational instructors and committee members

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March	. Reviewed first draft of several sections of the Third Report
	. Reviewed first draft of the report on vocational program advisory committees
April	. Review and final editing of Third Report
	. Final review of report on vocational program advisory committees
May	. Printing of Third Report

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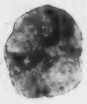

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CONCLUSION

It is obvious to the Committee that much time and effort is being applied in the junior high schools toward developing appropriate programs to implement the career education concept. It is evident that our past efforts and those of others have been effective in making constructive changes designed to further implement career education.

Because of the newness of the career education program, some shortcomings exist. Hopefully, these have been adequately discovered, and appropriate remedies recommended through our exploration. Also, we are hopeful that effective remedies will be sought immediately.

Even though the work still needing to be done seems almost insurmountable, the level of achievement that has been attained and the dedication of those individuals with whom we worked leave us no doubt that the needs will be met.

Some of us were new to the Committee this year; others were in their third year of observing the implementation of Career Education. It is safe to say that in all cases we have benefited greatly from our exposure--an exposure that has developed in us a further appreciation of the problems connected with such changes as those required to accomplish career education goals. Yet there has never been a question in our minds, or seemingly in the minds of those with whom we worked, that the benefits from the end result will far overshadow the problems and inconveniences involved.

As a committee, we could not have asked for a more cooperative spirit and attitude than that displayed by the administrators, teachers, and counselors who worked with us. We wish to express our appreciation and our thanks to the many people who so willingly and eagerly shared their thoughts, knowledge, and activities. The seriousness with which our thoughts and ideas have been accepted has been rewarding.

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Future

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FUTURE

Since Career Education is just beginning to be planned and implemented at the senior high level, the Committee's desire for 1974-75 is to review the progress made in Career Education at the elementary level since their Second Report and to re-visit some of the junior high schools to observe the Career Education activities being implemented.

We should like also to visit the two senior high schools that will be involved in the Career Education Project for 1974-75.

The Committee has discussed the importance of guidance to the expansion of Career Education in the district, as well as the importance of their observations and visits in compiling their reports. We should like to become more familiar with the guidance program and possibly develop one interim report in this area during 1974-75.

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Appendix

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COMMITTEE MEMBERSHIP

Name	Affiliation	Years on Committee
Alvin F. Bull	Wallaces Farmer	2
Monroe Colston	Greater Des Moines Chamber of Commerce	1
Ken Cosgrove	Des Moines Construction Council	3
Marty Davis	McDonald's Inc.	3
Marlynn Dye	Methodist Hospital	1
Sam Hurst	Rock Island Freight Sales	1
K.S.E. Jaastad	Northwestern Bell	2
Donald G. Keown	Bankers Life	3
Robert Krebill	Community Development Agency	2
Jake Liebbe	Northwestern Bell	1
Marilyn Martinez	Dairy Council, Inc.	2
George McCormick	Dial Finance	1
Roy Miller	Polk-Des Moines Taxpayers Association	3
Dick Moore	John Deere	3
Rodney Reeves	Baker Mechanical & Electrical Corp.	3
Don Rowen	South Central Iowa Federation of Labor	3
Robert Shelton	Northwest Hospital	1
Will C. Smith	Iowa-Des Moines National Bank	2
Don Thomas	Younkers	3
Dick White	Sears	1
Cris Wilson	Franklin Junior High	1
Andrew Wolder	U.S. Postal Service	2
	STUDENTS	
Jeffery Brady	Tech High School	1
Kim Meredith	Hoover High School	1
Kelli Smith	East High School	1